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**THE EFFECTS OF IPAD APPLICATIONS ON CREATIVE
THINKING AND LEARNING MOTIVATION AMONG
PRESCHOOL CHILDREN IN JORDAN**



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Abstrak

Aplikasi iPad terbukti berkesan mempromosikan literasi dan pencapaian akademik dalam kalangan kanak-kanak prasekolah. Namun, aplikasi iPad yang menyumbang ke arah pemikiran kreatif dan motivasi pembelajaran masih kurang di Jordan. Oleh itu, kajian ini akan membantu untuk membangunkan kurikulum baharu bagi prasekolah sebagai sebahagian daripada Reformasi Pendidikan di Jordan. Kajian ini bertujuan mengkaji kesan aplikasi iPad ke atas pemikiran kreatif dan motivasi pembelajaran dalam kalangan kanak-kanak prasekolah di Jordan. Kajian ini menggunakan reka bentuk kuasi-eksperimen dengan kelompok tidak setara yang melibatkan 67 kanak-kanak (34 perempuan dan 33 lelaki) di peringkat prasekolah (KG2). Kumpulan eksperimen menjalani intervensi aplikasi iPad selama 12 sesi (30 minit setiap sesi) dalam bilik darjah biasa dengan bantuan seorang guru terlatih. Manakala kumpulan kawalan menggunakan kurikulum tradisi selama tempoh yang sama dalam bilik darjah biasa. Data dikumpulkan untuk ujian sebelum dan selepas, menggunakan TCAM dan Skala MLCT untuk pemboleh ubah (pemikiran kreatif dan motivasi pembelajaran). Kajian rintis telah mengesahkan kebolehpercayaan soal selidik. ANCOVA satu arah dalam ujian selepas menunjukkan bahawa kumpulan eksperimen memberikan hasil yang lebih ketara terhadap kesemua pemboleh ubah berbanding kumpulan kawalan. Perbezaan min yang ketara dilihat antara ujian sebelum dan selepas bagi kumpulan eksperimen. Kesan utama diteliti pada pemikiran kreatif hasil ujian TCAM, dan pada motivasi pembelajaran hasil daripada Skala MLCT. Dapatan kajian menyokong penggunaan aplikasi iPad dalam pendidikan yang boleh meningkatkan tahap pemikiran kreatif dan motivasi pembelajaran. Kajian ini mencadangkan supaya aplikasi iPad dikemaskini secara kerap dan dijalankan secara konsisten bagi membangun pemikiran kreatif dan motivasi pembelajaran dalam kalangan kanak-kanak prasekolah.

Kata kunci: pemikiran kreatif, motivasi pembelajaran, aplikasi ipad, kanak-kanak prasekolah.

Abstract

IPad applications have positive evidences to promote literacy and academic outcomes among preschool children, but iPad applications contributing to creative thinking and learning motivation are still scarce in Jordan. Thus, this study will help to develop a new curriculum for preschool as part of Jordanian Education reforms. The present research aims to investigate the effects of iPad applications on creative thinking and learning motivation among Jordanian preschool children. The research used a quasi-experimental non-equivalent group design involving 67 children (34 girls and 33 boys) at preschool stage (KG2). The experimental group underwent an iPad applications intervention for twelve sessions (30 minutes each) in a regular classroom setting by a trained teacher. Whereas, the control group used traditional curriculum for the same amount of time in a regular classroom setting. Data were gathered for pre-testing and post-testing using TCAM and MLCT-Scale for the variables (creative thinking and learning motivation). The pilot study confirmed the reliability of the questionnaire. A one-way ANCOVA in the post-test revealed that the experimental group have better significant results compared to the control group in relation to all variables. The significant mean differences were observed between the pre-test and post-test for the experimental group with the main effects observed for creative thinking as a result of TCAM-test, and between the means of the pre-test and post-test for the experimental group with the main effects observed for learning motivation as a result of MLCT-Scale. The findings have supported the use of iPad applications in education which could increase the levels of creative thinking and learning motivation. This study recommends that in order to enhance creative thinking and learning motivation among preschool children, iPad applications need to be updated regularly and conducted consistently.

Keywords: creative thinking, learning motivation, iPad applications, preschool children.

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Table of Contents

Permission to Use	i
Abstrak	ii
Abstract	iii
Acknowledgement	iv
Table of Contents	v
List of Tables	x
List of Figures	xiii
List of Appendices	xiv
List of Abbreviations	xv
CHAPTER ONE INTRODUCTION	1
1.1 Introduction	1
1.2 Background of the Study	2
1.3 Problem Statement	5
1.4 Research Objectives	11
1.5 Research Questions	11
1.6 Hypotheses of the Study:	12
1.7 Significance of the Study	13
1.8 Conceptual Framework	15
1.9 Limitation of the Study	17
1.10 Operational Definitions	19
1.11 Conclusion	21
CHAPTER TWO LITERATURE REVIEW	22
2.1 Introduction	22
2.2 Pre-school Students	22
2.2.1 Developmental characteristics of Pre-school Students	22
2.2.1.1 Cognitive Developmental Characteristics	23
2.2.1.2 Social and Emotional Developmental Characteristics	24
2.2.2 The Importance of Pr-eschool Education	25
2.2.3 Kindergarten in Jordan	26
2.2.4 Educational Technology at Pre-school Stage in Jordan	28
2.2.5 Pre-school Curriculum in Jordan	29
2.3 Theoretical Application of I pad Learning, Creative Thinking and Motivation ..	30

2.3.1 Theoretical of Learning through IPad	30
2.3.1.1 Engagement Theory	30
2.3.2 Creative Thinking Theories	34
2.3.2.1 Cognitive Theories	34
2.3.2.2 Developmental Theories	34
2.3.2.3 Psychometric Theories	35
2.3.2.4 Torrance's Guiding Creative Talent Theory	35
2.3.3 Motivation Theories	37
2.3.3.1 Social-Psychological Theory	37
2.3.3.2 Psychoanalysis Theory	38
2.3.3.3 Alfred Adler's Theory	39
2.3.3.4 Behavioural Theory	39
2.3.3.5 Cognitive Theory	41
2.3.3.6 Humanism Theories	41
2.3.3.7 Self-determination Theory	44
2.4 The Learning through IPad for Pre-school Students	46
2.4.1 IPad as a Tool	46
2.4.2 IPad as an Educational Tool	48
2.4.2.1 Amendments to the Texts	49
2.4.2.2 Ease of Connection to the Internet in the Classroom	49
2.4.2.3 Support for Creativity	50
2.4.2.4 Developing Social Skills for Students	50
2.4.2.5 Ease of Use by Pre-school Students	51
2.4.3 The Effectiveness of IPad in Education	52
2.4.3.1 IPad and Literacy	54
2.4.3.2 IPad and Learning Motivation	57
2.4.3.3 IPad and Creativity	58
2.5 The Creative Thinking for Pre-school Students	58
2.5.1 The Functions of Creativity and Creative Thinking	61
2.5.2 The Intellectual Factors of Creative Thinking	62
2.5.3 The Stages of the Creative Process	63
2.5.4 Creativity and Pre-school Children	64
2.6 The Learning Motivation for Pre-school Students	66
2.6.1 The Motivation Functions	67

2.6.2 Types of Motivations	67
2.6.2.1 Intrinsic Motivation	67
2.6.2.2 Extrinsic Motivation	68
2.6.3 Learning Motivation	69
2.6.3.1 Factors Influencing Learning Motivation	69
2.6.3.2 Learning Motivation Conditions	70
2.6.3.3 Ways to Increase Intrinsic Learning Motivation	71
2.7 The Relationship between Creativity and Motivation	71
2.8 Technological Pedagogical Content Knowledge (TPACK)	73
2.8.1 The TPCK and Teaching through iPad	80
2.9 Conclusion	81
CHAPTER THREE METHODOLOGY	83
3.1 Introduction	83
3.2 Research Design	83
3.3 Validity Threat of quasi Experimental Design	86
3.3.1 Internal Validity	86
3.3.2 External Validity	94
3.4 Population and Sampling	96
3.4.1 Teacher Selection Process	100
3.5 Procedure of Research	102
3.5.1 Training Program to Learn Creative Thinking Using iPad:	107
3.5.1.1 The Validity of the Program	113
3.5.2 The Regular Kindergarten Curriculum in Control Group	114
3.5.3 Training Program for the Teacher	115
3.5.4 Data Collection	117
3.6 Instrumentation	117
3.6.1 Thinking Creatively in Action and Movement (TCAM):	117
3.6.2 Motivation to Learn Creative Thinking Scale (MLCT-Scale):	121
3.6.3 Technological Pedagogical Content Knowledge Survey (TPACK-Survey)	126
3.7 Pilot Test	127
3.8 Analysis of Data	128
3.9 Conclusion	129

CHAPTER FOUR DATA ANALYSIS AND FINDINGS	131
4.1 Introduction	131
4.2 Demographic Characteristics Of Study's Subjects	131
4.2.1 Distribution of Gender among Groups.....	132
4.3 Test of Hypothesis	133
4.3.1 Hypothesis 1 Testing Creative Thinking	133
4.3.2 Hypothesis 2 Testing Creative Thinking (Fluency)	136
4.3.3 Hypothesis 3 Testing Creative Thinking (Originality)	139
4.3.4 Hypothesis 4 Testing Creative Thinking (Imagination)	142
4.3.5 Hypothesis 5 Testing Learning Motivation	145
4.3.6 Hypothesis 6 Testing Learning Motivation (Interest of Learning)	148
4.3.7 Hypothesis 7 Testing Learning Motivation (Perceived Competence of Learning).....	151
4.3.8 Hypothesis 8 Testing Learning Motivation (Pressure and Tension of Learning).....	154
4.3.9 Hypothesis 9 Testing Learning Motivation (Effort of Learning)	157
4.3.10 Hypothesis 10 Testing Learning Motivation (Enjoyment of Learning)	160
4.4 Conclusion	163
CHAPTER FIVE DISCUSSION, IMPLICATION AND RECOMMENDATION	167
5.1 Introduction	167
5.2 Overview of Research and Findings	167
5.3 Discussion on Creative Thinking	169
5.3.1 Discussion of Hypothesis 1	169
5.3.2 Discussion of Hypothesis 2.....	173
5.3.3 Discussion of Hypothesis 3	175
5.3.4 Discussion of Hypothesis 4.....	177
5.4 Discussion on Learning Motivation	179
5.4.1 Discussion of Hypothesis 5.....	180
5.4.2 Discussion of Hypothesis 6.....	182
5.4.3 Discussion of Hypothesis 7.....	184
5.4.4 Discussion of Hypothesis 8.....	187
5.4.5 Discussion of Hypothesis 9.....	189

5.4.6 Discussion of Hypothesis 10	191
5.5 Implication	194
5.5.1 Theoretical Implication	194
5.5.2 Practical Implication	196
5.5.2.1 Methodology Implication	196
5.5.2.2 Validation of Questionnaires	198
5.5.2.3 Validation of the iPad Intervention	199
5.5.2.4 For Creative Thinking, Learning Motivation and Education Reform in Jordan	199
5.5.2.5 For Educational Policy Makers	200
5.6 Limitations	200
5.6.1.1 Generalization of Findings	200
5.7 Recommendations	201
5.8 Conclusion	202
REFERENCES	204



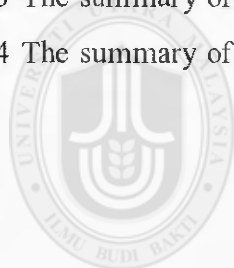
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List of Tables

Table 2.1 Piaget stages of cognitive development	24
Table 2.2 The Functions in the Creative Process	62
Table 2.3 The Factors of Creative Thinking	63
Table 3.1 The pre-test post-test control group design	86
Table 3.2 Summary of student's attendance in 2 groups during intervention	93
Table 3.3 The numbers of kindergartens in the city of Amman for the academic year 2016/2017	96
Table 3.4 Show the characteristics of the two classes	99
Table 3.5 Summary of teacher's information	101
Table 3.6 Summary of student's information	101
Table 3.7 Summary of experiment schedule in two groups	107
Table 3.8 The topics of the iPad applications used during the iPad applications treatment at experimental group.....	113
Table 3.9 The topics from the Regular Kindergarten Curriculum RKC used during regular curriculum treatment in the control group.....	115
Table 3.10 Shows the results ofEFA ofMLCT-Scale	124
Table 3.11 Shows the results ofCronbach alpha ofMLCT-Scale.....	125
Table 4.1 Demographic characteristics of participated students	132
Table 4.2 Distribution of genders among groups of study	133
Table 4.3 Summary of paired-samples t tests for the experimental and control groups pre-and post-intervention dependent variables	133
Table 4.4 ANCOVA results and descriptive statistics for contrast by group and post-test scores to TCAM	135
Table 4.5 Pairwise comparisons to the experimental and control groups at post-test of TCAM scores	135
Table 4.6 Summary of paired-samples t tests for the experimental and control groups pre-and post-intervention dependent variables	136
Table 4.7 ANCOVA results and descriptive statistics for contrast by group and post-test scores to Fluency	138
Table 4.8 Pairwise comparisons to the experimental and control groups at post-test of fluency scores	138

Table 4.9 Summary of paired-samples t tests for the experimental and control groups pre-and post-intervention dependent variables	140
Table 4.10 ANCOVA results and descriptive statistics for contrast by group and post-test scores to Originality	141
Table 4.11 Pairwise comparisons to the experimental and control groups at post-test of originality scores	141
Table 4.12 Summary of paired-samples t tests for the experimental and control groups pre-and post-intervention dependent variables	142
Table 4.13 ANCOVA results and descriptive statistics for contrast by group and post-test scores to Imagination.....	144
Table 4.14 Pairwise comparisons to the experimental and control groups at post-test of imagination scores	144
Table 4.15 Summary of paired-samples t tests for the experimental and control groups pre-and post-intervention dependent variables	146
Table 4.16 ANCOVA results and descriptive statistics for contrast by group and post-test scores to MLCT	147
Table 4.17 Pairwise Comparisons to the experimental and control Groups at Post-test of MLCT scores	147
Table 4.18 Summary of paired-samples t tests for the experimental and control groups pre-and post-intervention dependent variables	148
Table 4.19 ANCOVA results and descriptive statistics for contrast by group and post-test scores to Interest of learning.....	150
Table 4.20 Pairwise comparisons to the experimental and control groups at post-test of interest of learning scores	150
Table 4.21 Summary of paired-samples t tests for the experimental and control groups pre-and post-intervention dependent variables	151
Table 4.22 ANCOVA results and descriptive statistics for contrast by group and post-test scores to Perceived Competence of learning.....	153
Table 4.23 Pairwise comparisons to the experimental and control groups at post-test of perceived competence of learning scores	153
Table 4.24 Summary of paired-samples t tests for the experimental and control groups pre-and post-intervention dependent variables	154
Table 4.25 ANCOVA results and descriptive statistics for contrast by group and post-test scores to Pressure and Tension of learning	156

Table 4.26 Pairwise comparisons to the experimental and control groups at post-test of pressure and tension of learning scores	156
Table 4.27 Summary of paired-samples t tests for the experimental and control groups pre-and post-intervention dependent variables	157
Table 4.28 ANCOVA results and descriptive statistics for contrast by group and post-test scores to Effort of learning	159
Table 4.29 Pairwise comparisons to the experimental and control groups at post-test of effort of learning scores	159
Table 4.30 Summary of paired-samples t tests for the experimental and control groups pre-and post-intervention dependent variables	160
Table 4.31 ANCOVA results and descriptive statistics for contrast by group and post-test scores to Enjoyment of learning	162
Table 4.32 Pairwise comparisons to the experimental and control groups at post-test of enjoyment of learning scores	162
Table 4.33 The summary of hypothesis for research question 1	164
Table 4.34 The summary of hypothesis for research question 2	165

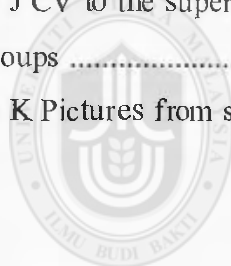


List of Figures

Figure 1.1. Conceptual framework of variables in experimental study.	16
Figure 2.1. Engagement Theory Framework.	33
Figure 2.2. Maslow's pyramid.	43
Figure 2.3. Wallas stages of creative process.	63
Figure 2.4. The relationship between creativity and motivation.	73
Figure 2.5. Technological pedagogical content knowledge TPCK.	74
Figure 3.1. The groups for the current study.	99
Figure 3.2. The iPad applications with the dimensions of creative thinking that are supported.	110
Figure 3.3. The iPad applications with the dimensions of creative thinking that are supported.	111
Figure 3.4. Show the process to each app during intervention.	112
Figure 3.5. The dimensions of thinking creatively in action and movement test (TCAM).	118
Figure 3.6. The dimensions of motivation to learn creative thinking scale (MLCT-Scale).	126
Figure 4.1. The means of experimental and control groups in TCAM.	134
Figure 4.2. The means of experimental and control groups in Fluency.	137
Figure 4.3. The means of experimental and control groups in Originality.	140
Figure 4.4. The means of experimental and control groups in Imagination.	143
Figure 4.5. The means of experimental and control groups in MLCT.	146
Figure 4.6. The means of experimental and control groups in Interest of Learning.	149
Figure 4.7. The means of experimental and control groups in Perceived Competence of Learning.	152
Figure 4.8. The means of experimental and control groups in Pressure and Tension of Learning.	155
Figure 4.9. The Means of Experimental and control groups in Effort of learning. .	158
Figure 4.10. The means of experimental and control groups in Enjoyment of Learning.	161

List of Appendices

Appendix A The permissions	230
Appendix B Motivation to Learn Creative Thinking-Scale MLCT-Scale	239
Appendix C Thinking creatively in action and movement TCAM	242
Appendix D Technological Pedagogical Content Knowledge Survey (TPCK-Survey)	247
Appendix E List of arbitrators to the IPad-Intervention and the fourth iPad applications:	253
Appendix F Sample of Training Program to Learn Creative Thinking using iPad application in English version	265
Appendix G Sample of regular curriculum to learn creative thinking	267
Appendix H List of arbitrators to MLCT-Scale	271
Appendix I CV's to both teacher (experiment group & control group)	281
Appendix J CV to the supervisor who observed the teachers in experimental and control groups	285
Appendix K Pictures from some sessions	287



Universiti Utara Malaysia

List of Abbreviations

TCAM	Thinking Creatively in Action and Movement.
MLCT-Scale	Motivation to Learn Creative Thinking Scale.
IL	Interest of Learning.
PCL	Perceived Competence of Learning.
PTL	Pressure and Tension of Learning.
EL	Effort of Learning.
Enj.L	Enjoyment of Learning.



CHAPTER ONE

INTRODUCTION

1.1 Introduction

The focus of this study is primarily on pre-school education in Jordan, and understanding the impact of use of iPad on creative thinking and learning motivation. While it is observed that use of iPad is quite prevalent in pre-school, the study of its impact seems to be restricted to how it enhances effectiveness inside the classroom of the existing system (Cubelic & Larwin, 2014; Cubelic, 2013; Cumming, Strnadová, & Singh, 2014; Fagan & Coutts, 2012; Hatherly & Chapman, 2013; Reichenberg, 2014; Oladunjoye, 2013). But reports (e.g. Fagan & Coutts, 2012) have shown that iPad is also an effective tool to enhance creative thinking and learning motivation. This study hopes to fill that gap (iPad could be used to develop and improve the level of creative thinking and learning motivation) in understanding the full potential of use of iPad in pre-school. Therefore, chapter one describes the basis of the current studies. It starts with the background of the study which contains the basic pillars of the search which has logically led to the problem statement. The problem statement spells out the merits of the issue, and highlights the different variables of the study. This leads to the research objectives and the research questions of the study. The hypotheses follow the research questions. Thereafter the significance of the study is stated. A conceptual framework of the study is designed and presented. Limitations of the study are pointed and operational definitions are given to make it easy to follow the thesis. Finally, the chapter is summed up in the conclusion.

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Appendix A

The permissions

A: permission from Ministry of education to apply the current study.



MINISTRY OF EDUCATION

Ref.No 3/10/3460
Date 8/3/2017

Managing Director of Private Education
Director of Marka Educational Directorate

Subject: Educational Research

This is to notify that Mr. Mohaminad Ahmad Abdelaziz Alzu'bi is conducting a study entitled "Creative Thinking and Motivation to Learn among Preschoolers in Jordan through Using iPad Apps" in partial fulfillment of the requirements for the doctoral degree in Educational Psychology at the Universiti Utara Malaysia. Thus, the researcher needs to utilize the research tools upon a sample of students at your schools.

Hopefully, you will facilitate the student's mission and provide any possible help for him, provided that you check the tools with the enclosed ones.

Best Regards

Minister of Education

CC/ Managing Director of Planning and Educational Research
CC/ Director of Educational Research and Development
CC/ Acting Head of Division of Educational Research
A copy for file 3/10
Enclosures: 10 pages



THE HASHEMITE KINGDOM OF JORDAN

TEL: +962 6 5607181 FAX: +962 6 5606100 P.O.BOX: 1646 AMMAN, 11118 JORDAN. ELECTRONIC WEBSITE: www.moe.gov.jo

B: permission from Bright Star Kindergarten to apply the MLCT-Scale.

Bright Star Kindergarten

Marka - Amman

Mobile : 0799576522

Mail : masa1969-02@hotmail.com



To whom it May concern

Bright Star school certifies that the researcher

Mr. MOHAMMAD ALVIAD ABDELAZIZ AL-ZU'BI

Applied the Motivation to Learn Creative Thinking Scale (MLCT-Scale)

as a part of his doctorate thesis entitled

**"CREATIVE THINKING AND LEARNING MOTIVATION THROUGH THE USE
OF IPAD APPS AMONG PRESCHOOLERS IN JORDAN"**

at Bright Star Kindergarten during the first semester of the academic year
2016/2017.

Given upon his request

Universiti Utara Malaysia



Hand Sari

2/11/2016

C: permission from Al-Hasaad Kindergarten to apply the iPad-Intervintion.

GOLDEN SPIKES CO. FOR ED. & INV.

AL-HASAAD
AL-TARBAWI SCHOOLS



شركة السدائل الذهبية للتعليم والاستثمار ذ.م.م
مدارس الحصاد التربوي
الإدارة العامة

الرقم ٨٦٥ / ١ / ٤٧ : التاريخ ١٤٣٨ / ٢ / ٢٣ الموافق

To whom it may concern

Al-Hassad Al-Tarbawi School certifies that the researcher
Mr. MOHAMMAD AHMAD ABDELAZIZ AL-ZU'BI applied the iPad
intervention as a part of his doctorate thesis entitled "*CREATIVE THINKING
AND LEARNING MOTIVATION THROUGH THE USE OF IPAD APPS
AMONG PRESCHOOLERS IN JORDAN*" at Al-Hassad Kindergarten during
the first semester of the academic year 2016/2017. His study involved
applying the iPad intervention adding two instruments, the first one is
Motivation to Learn Creative Thinking Scale (MLCT-Scale) and the second
one is Creativity in Action and Movement (TCAM).

Given upon his request

Genral Manger

Dr. Akram Abdel Qader



عنوان المدارس : عمان / شارع المطار / خلف جامعة البترا / هاتف (٤٢٠٥٢٢٠) فز آلي (٥ خطوط)

D: permission from parents.

Dear parent,

I am a doctorate student from Universiti Utara Malaysia, Malaysia. I am conducting a research study on Creative Thinking and Learning Motivation among Preschoolers in Jordan through Use iPad Applications. I would like to include your Son/Daughter in my research study because it fits the criterion for the population required for the present study. The study will take place in usual classroom during regular Creativity classes in selected classes.

Participation by your Son/Daughter in the current study will benefit to increase and improve the levels of Creative Thinking and Learning Motivation among him/her.

Further, the research data will be made available only to the persons in school and conducting the research. No reference will be made in oral or written reports that could link your Son/Daughter to the research.

I look forward to working with your Son/Daughter. Hence, I will wait your approval through signature this letter.

If there are any questions at any time about the study or the procedures, please me any time at the given number.

Respectfully

Mohammad Ahmad Al-Zu'bi

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To: Mohammad Ahmad Al-Zoubi
Ph.D. Candidate
Universiti Utara Malaysia
CEO Al-Ibtosai Secondary School for Boys
Marka Al-Shamalyah
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Agreed: Mohammad Ahmad Al-Zuabi
Mohammad Ahmad Al-Zuabi (Print Name)

Date: 10/10/2016

Signature: 
Mohammad Ahmad Al-Zuabi (Sign Name)



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Scott A. Rich

Title: Sales Director

Date: 10/11/16



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F: the permissions from

self-determination theory (Intrinsic Motivation Inventory IMI).

DE Deci, Edward Inbox 1/1
MOHAMMAD AL-ZUABI
3:54 p.m. DETAILS

You have our permission to adapt the IMI scale.

Ed Deci

Edward L. Deci
Professor of Psychology and
Helen F. & Fred H. Gowen Professor in the Social
Sciences
University of Rochester
P.O. Box 270266 (for US Mail)
355 Meliora Hall (for Couriers)
Rochester, NY 14627
Office Phone: 585-275-2461
Office Fax: 585-273-1100
Email: dec@psych.rochester.edu
Web site: selfdeterminationtheory.org
6th SDT Conference: June 2-5 2016
Victoria, British Columbia.
*** Pre-Conferences on June 1st.

3/2

If you intend to use the scales for commercial purposes (directly or indirectly), please reply to this email and provide a brief scope of your work.

If your intended use is for academic purposes only, then you have our permission to use the "IMI" scale. We just ask that you follow these guidelines:

- When administering the scale, please include the following credit line: Copyright © 1982-2016 by Self-Determination Theory. Reproduced [or Adapted] with permission. Please note that the use of Self-Determination Theory information and materials does not imply endorsement by Self-Determination Theory.

- When citing the scale in publication, please include one of the references to the scale which can be found on the website at: <http://selfdeterminationtheory.org/intrinsic-motivation-inventory/>

- Should your work/research be published, please email us and let us know. We try to keep track of the latest SDT publications.

SH Shannon Hoefen Inbox 3/1
MOHAMMAD AL-ZUABI, Akila...
9:39 p.m. DETAILS

Dear Mohammad,

Thank you for your interest in Self-Determination Theory.

We gladly make the SDT scales and metrics available via our website (<http://selfdeterminationtheory.org/questionnaires/>) solely for academic purposes and use (e.g., dissertation/thesis studies or research related directly to academic work and possible journal publication, and not directly or indirectly related to any commercial application or for-profit use). These scales are proprietary and individuals have taken a lot of time and resources to develop them, which is why we do not grant commercial use (directly or indirectly) without specific written permission.

3/3

If you have any further questions, please feel free to reach out to us.

Regards,
Shannon

Shannon Hoefen Cerasoli
Managing Director

**Center for
Self-
Determination
Theory**

215 Celebration Place, Ste. 510
Celebration, FL 34747
shannon@selfdeterminationtheory.org
www.selfdeterminationtheory.org

If you received this email in error, please do not reply to it. If you believe you have received this message in error, please contact the sender. This email is intended only for the individual named. If you are not the named addressee you should not disseminate the contents of this email. If you are not the named addressee you should not disseminate the contents of this email.

G: permission from professor Stephanou (learning Motivation Scale).

Re: Stephanou Yes Permission to use learning motivation scale



gstephanou@uowm.gr

Inbox

Mohammad Ahmad Abdelazi...



19 September DETAILS

Dear Mohammed Ahmad Al-Zu'bi,
I approve to develop the scale.
I wish you to enjoy and be creative with your thesis.

Best regards,
As. Professor in Cognitive Psychology,
UOWM, Greece



UUM
Universiti Utara Malaysia

Quoting Mohammad Ahmad Abdelaziz Alzu'bi
<mohammad_ahmad@ahsgs.uum.edu.my>:

> Dear Dr. Stephanou

>

> My name is Mohammed Ahmad Al-Zu'bi ... I'm a PhD
student at UUM, Malaysia ...

> I want to develop your learning motivation scale (in your
study

Appendix B Motivation to Learn Creative Thinking-Scale MLCT-Scale

Instruction: Dear teacher, kindly, put (X) in front of the correct response.

Name of student: _____ Gender: Male ☐ Female ☐

Age: year ☐ month ☐ day ☐

		Scale				
Nu.	Item	Not at	Not true	Somewhat	True (4)	Very
		all true		true (3)		true (5)
		(1)	(2)			
Interest of learning						
1	The student hold his attention at creativity class.					
2	The student finds creativity class very interesting.					
3	For this student, learning to draw is fun in this class.					
4	For this student, coloring is fun in this class.					
5	Learning new things about creativity are					

	important for this student.
6	This student wants to understand new things about creativity.
7	This student felt calm at the creativity class.
Perceived Competence of learning	
8	This student is pretty good at creativity class.
9	This student did pretty well at the creativity class, compared to other students.
10	After working at the creativity class for awhile, this student felt a pretty competent.
11	This student satisfied with his performance at the creativity class.
12	This student was pretty skilled at the creativity class.
13	This student couldn't do very well at the creativity class.

Pressure and Tension of learning

14 This student felt very
tense while doing the
activities at the
creativity class.

15 This student was
anxious while

working on the
activities at the
creativity class.

16 This student felt
pressured while doing
these activities at the
creativity class.

Effort of learning

17 This student puts a lot
of effort in creativity
class.

18 This student tries
very hard to do well
in creativity class.

19 It is important for this
student to do well in
creativity class.

Enjoyment of learning

20 The student has fun at
the creativity class.

21 The student enjoys
the creativity class
very much.

Appendix C Thinking creatively in action and movement TCAM



NAME _____ DATE _____

AGE _____ SEX _____

EXAMINER _____

EXPERIENCES _____



scores	flu.	orig.	imag.
activity 1 (How Many Ways?)			
activity 2 (Can You Move Like?)			
activity 3 (What Other Ways?)			
activity 4 (What Can You Do with a Paper Cup?)			
TOTAL			
STANDARD SCORE			

ACTIVITY ONE (How Many Ways?)

Today we will have a lot of fun moving in interesting ways. I want you to think up as many ways as you can to walk or run. Do you see this piece of red tape? We will start running or walking here, and will go to the other side of the room until we get to the piece of yellow tape. (Walk between the two pieces of tape with the child)

Now it is your turn to walk and run for me. Think up as many fun ways as you can. While you are moving, I will sit here and write. You may begin now. (Do not give hints but continue motivating the child to show as many ways as he can for getting across the room. List each one.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Time: _____

ACTIVITY TWO (Can You Move Like?)

Now we are going to do some more fun things. This time we are going to pretend. Sometimes we pretend we are birds, elephants, or horses. Other times we pretend we are throwing or catching a ball. (Warm-up by mimicking a bird flying, an elephant walking, and throwing and catching a ball. Encourage the child to act along with you.)

Now I am going to name several things and you can pretend that you are doing them. You don't have to tell me anything. You can just show me. (Circle the number that corresponds with the child's response.)

1. Can you move like a tree in the wind? Imagine you are a tree and the wind is blowing very hard. Show how you would move.

1	2	3	4	5
No movement		Adequate		Excellent; like the thing

2. Can you move like a rabbit? Imagine you are a rabbit and somebody is chasing you. Show how you would hop.

1	2	3	4	5
No movement		Adequate		Excellent; like the thing

3. Can you move like a fish? Imagine you are a fish in a river or pond. Show how you would swim.

1	2	3	4	5
No movement		Adequate		Excellent; like the thing

4. Can you move like a snake? Imagine you are a snake crawling in the grass. Show how you would crawl.

1	2	3	4	5
No movement		Adequate		Excellent; like the thing

5. Can you move like you are driving a car? Imagine you are driving your car on the highway. Show how you would drive.

1	2	3	4	5
No movement		Adequate		Excellent; like the thing

6. Can you push an elephant? Imagine a big elephant is standing on something you want. Show how you would push him to make him move off of the thing you want.

1	2	3	4	5
No movement		Adequate		Excellent; like the thing

Total Score: _____

Time: _____

ACTIVITY THREE (What Other Ways?)

Here is a cup just like the one you drink juice from. Can you put it in the wastebasket? Show me how you would do it. (Pause.) Good. Now let's see how many other ways you can put the cup in the wastebasket. You don't have to say anything. Just show me. I have many cups and you can use as many as you want. (List all responses. Accept verbal responses from children who are inhibited about acting.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Time: _____

ACTIVITY FOUR (What Can You Do With a Paper Cup?)

You just thought of many ways to put a paper cup in the wastebasket. But sometimes you don't want to put your cup in the wastebasket. Instead you might want to play with it or imagine that it is something else. Let's see how many different things you can do with this juice cup. Show me or tell me. I have many cups for you to use. (List all responses).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Time: _____

**Appendix D Technological Pedagogical Content Knowledge Survey
(TPCK-Survey)**

The Survey items relate to Technological Pedagogical Content Knowledge. The total of items are 47 each item describes an aspect of The Technological Pedagogical Content Knowledge. Moreover, the Survey consists from five of Likert scale (Strongly disagree, disagree, Neither agree nor disagree, Agree, and Strongly Agree). Please, read each item carefully and put (X) in a more response which it express yourself.

Name of teacher: _____ Gender: Male ☐ Female ☐

Age: year ☐ month ☐ day ☐

Years of experiences: ☐ qualification: _____

 **UUM**
Universiti Utara Malaysia

NU.	Items	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Technological Knowledge						
1	I know how to solve my own technical problems.					
2	1 can learn technology easily.					

3 I keep up with
important new
technologies.

4 I frequently play
around with the
technology.

5 I know about a lot of
different technologies.

6 I have the technical
skills I need to use
technology.

7 I have had sufficient
opportunities to work
with different
technologies.

Content Knowledge

8 I have sufficient
knowledge about teach
Creative Thinking.

9 I can use a multiple
ways to teach creative
thinking.

10 I have various ways
and strategies of

developing my
understanding of
Teaching creative
thinking.

Pedagogical Knowledge

11 I know how to assess
student performance in
a classroom.

12 I can adapt my
teaching based upon
what students currently
understand or do not
understand.

13 I can adapt my
teaching style to
different learners.

14 I can assess student
learning in multiple
ways.

15 I can use a wide range
of teaching approaches
in a classroom setting.

16 I am familiar with
common student

	understandings and misconceptions.
17	I know how to organize and maintain classroom management.

Pedagogical Content Knowledge

18	I know how to select effective teaching approaches to guide student thinking and learning in Creative Thinking.
19	I know about technologies that I can use for understanding and doing Creative Thinking.

Technological Pedagogical Knowledge

20	I can choose technologies that enhance the teaching approaches for a lesson.
----	--

21 I can choose
technologies that
enhance students'
learning for a lesson.

22 My teacher education
program has caused me
to think more deeply
about how technology
could influence the
teaching approaches I
use in my classroom.

23 I am thinking critically
about how to use
technology in my
classroom.

24 I can adapt the use of
the technologies that I
am learning about to
different teaching
activities.

Technological Pedagogical Content Knowledge

25 I can teach lessons that
appropriately combine
Creative Thinking,
technologies, and
teaching approaches.

26 I can use strategies that
combine content,
technologies, and
teaching approaches
that I learned about in
my coursework in my
classroom.

27 I can choose
technologies that
enhance the content for
a lesson.

28 I can select
technologies to use in
my classroom that
enhance what I teach,
how I teach, and what
students learn.

29 I can provide
leadership in helping
others to coordinate the
use of content,
technologies, and
teaching approaches at
my school or district.

Appendix E List of arbitrators to the iPad-Intervention and the fourth iPad applications:

First one: Prof. Hamed M. Al-Awidi (Al-Abbadi)



Prof. Hamed M. Al-Awidi (Al-Abbadi)
 Department of Curriculum & Instruction
 Faculty of Education, Yarmouk University,
 Irbid - Jordan
 Phone: At Kuwait 0096599327501
 At Jordan (+962-79) 550-3439
 E-mail: hamedabbadi@yahoo.com; hamed@yu.edu.jo

Title

Professor of Curriculum & Instruction

EDUCATION

August 1999

Ph.D. in Curriculum & Instruction
 University of North Texas, USA
 Specialization: Instructional Technology

June 1993

M.S. in Foundations of Education
 University of Jordan, Jordan

June 1990

B.S. in Teaching & Learning (Elementary Education)
 University of Jordan, Jordan

PROFESSIONAL EXPERIENCE

2014 – Current

Professor,
Department of Curriculum & Instruction
Kuwait University, Kuwait.

2012 – 2014

Head of Development & Training Department
 Quality & Academic Development center
 Yarmouk University, Irbid , Jordan.

2013 – Current

Professor,
 Department of Curriculum and Instruction, College of Education,
 Yarmouk University, Irbid, Jordan.

2012 – 2013

Associate Professor
 Department of Curriculum and Instruction

College of Education, Yarmouk University, Irbid, Jordan.

- 2008–2012** **Associate Professor**
Department of Curriculum and Instruction
College of Education , United Arab Emirates University, Al
Ain, UAE
- 2005–2008** **Associate Professor**
Department of Curriculum and Instruction
College of Education, Yarmouk University, Irbid, Jordan.
- 1999 – 2005** **Assistant Professor**
Department of Curriculum and Instruction
College of Education, Yarmouk University, Irbid, Jordan.
- 2005–2007** **Assistant Dean**
College of Education Yarmouk University, Irbid, Jordan.
- 2006–2008** **Associate Professor (Part time Lecturer)**
Arab Open University -Jordan branch
- 2001 –2005** **Assistant Professor-(Part time Lecturer)**
Amman Arab University for Graduate Studies
- 2007 –2008** **Associate Professor (Part time Lecturer)**
University of Jordan – ICTE Program.
- 1999** **Part time Lecturer**
University of North Texas, Denton Texas, USA
- 1996–1999** **Computer Lab Assistant**
University of North Texas, Denton Texas, USA
- 1992 –1995** **Elementary School teacher**
Ministry of Education - Jordan

PUBLICATIONS

Books:

Al- Ajlouni, Khaled; Al Majali, Mohammad; and Al- Abbadi, Hamed (2006).

Computer Assisted Instruction, Arab Open University, Kuwait.

Al- Ajlouni, Khaled; Al Majali, Mohammad; and Al- Abbadi, Hamed (2007).
Educational Software Design and Development, Arab Open University, Kuwait.

Articles:

Al-Awidi, Hamed., & Ismail, Sadiq Abdulwahed (2014). Teachers' perceptions of the use of Computer Assisted Language Learning to develop children's reading skills in English as a second language in the United Arab Emirates. *Early Childhood Education Journal*, 42:29–37.

Al- Awidi, H. (2011). Effects of Participation in Authoring of Multimedia Software on Developing the Creative Thinking Skills of Sixth Graders. *Journal of Educational and Psychological Science*, 12 (3), 197 – 218. (ISSN: 17263670)

Alghazo, Iman., Alsawaie, Othman., & Al-Awidi, Hamed. (2010). Enhancing Counting Skills of Preschoolers Through the Use of Computer Technology and Manipulatives. *The International Journal of Learning*, 17 (9), 159 – 176. (ISSN: 14479494)

Al- Awidi, H,& Hader, N. (2009).The effects of computer-assisted instruction on the reading readiness skills of preschool children. *Journal of The Faculty of Education*, United Arab Emirates University. 26, 77 – 113. (ISSN: 16849507)

Second one: Assistant Prof. Mofeed Ahmad Amin Abu-Mosa



Arab Open University
Faculty of Education
Branch of Jordan
Full time*** Part time



Curriculum Vitae (C.V.)

Personal Details

- | | |
|---------------------------------|-----------------------------|
| 1. Name: | Mofeed Ahmad Amin Abu-Mosa |
| 2. Address: | Jordan- Amman |
| 3. Telephone: | (00962)0777437178 |
| 4. E-mail: | <u>M_abumusa@aou.edu.jo</u> |
| 5. Job Title & Academic Rank: | Assistant Prof |
| 6. Nationality & Date of Birth: | Jordanian 29/10/1963 |
| 7. Languages: | Arabic & English |

University Teaching & Work Experience History

- 2006- Tutor and general coordinator of math education and math courses. Arab Open University. In the last 4 years I have taught many graduate courses (Educational Technology Master programme) namely (Multimedia ED635 and ED634 designing and producing educational software) and for ten years I taught many undergraduate courses in the field of Math, Math Education and Instructional design such as: Mathematics for Teachers of Elementary School, Methodology of Mathematics for Teachers of Elementary School, , Assessment

and Evaluation, Design and Production of Instructional Software, Research in Performance Improvement in Secondary School.

- 2003- 2006: part time tutor in Arab Open University, Zaytona and Petra.
- 2003-2006, Subject Matter Expert (SME) in Rubicon and Cisco Learning Institute (CLI). Quality assurance, Instructional designer fore-math curriculum, Jordan.
- 2002-2003, ICDL trainer in Ministry of Education Jordan, Jordan.
- 1992-2002, Math Teacher (secondary grades), Ministry of Education Jordan, Jordan.
- 2002- 2006, Math Supervisor, Amman 4 district, Ministry of Education Jordan, Jordan.
- 1986- 1990, Math Teacher (intermediate grades), Ministry of Education Kuwait, Kuwait.

Contact information:

Jordan – Amman

Email: mofecdabumosa@yhoo.com

Or : m_abumusa@aou.edu.jo

Mobile: 00962-777437178

Web site: www.mofecdmath.com

Third one: Associate Professor Mustafa Q. Heilat

Curriculum Vitae *Mustafa Q. Heilat, Ph.D.*



Associate Professor of Educational Psychology at Al-Balqa' Applied University, Ph. D. in Educational Psychology/ Developmental Psychology.

Dr. Heilat is an expert in the field of gifted and talented education and critical thinking skills and accredited from ministry of higher education in Jordan. He has published 20 research articles in peer reviewed indexed local and international journals. Participated in a well-refereed international conferences, and supervised 19 Master theses in education psychology and gifted and talented Master Programs.

CONTACT INFORMATION

- Name: Mustafa Q. Heilat
- Gender: male
- Date of Birth: February 19, 1972
- Place of Birth: Zarga- Jordan
- Nationality: Jordanian
- Marital Status: Married
- Address: Psychology & Special Education Department, Princess Alia University College - Al-Balqa' Applied University
- Mobile: 00962796082088
- e-mail: drmustafaheilat@yahoo.com

ACADEMIC QUALIFICATION

	Degree	Title	University	Available at
1	Ph.D. in Educational psychology/ developmental psychology 2005	The effect of a self-instruction strategy on children's self-assertion and achievement motivation	Amman Arab University for Graduate Studies, Jordan	http://library.j.u.edu.jo/
2	Master Degree in educational psychology 2000	The impact of academic achievement, parent education and family income on the level of music performance among distinguished students in music	the University of Jordan Jordan	http://library.j.u.edu.jo/
3	Bachelor Degree in Fine Arts/ Music 1994		Yarmouk University Jordan	

ADMINISTRATION EXPERIENCES

	Date	Tasks Description	University
1	September 2012 September 2013	Vice Dean, Princess Alia University College	Al-Balqa' Applied University
2	September 2011 September 2012	Chair, Psychology & Special Education Department, Princess Alia University College	Al-Balqa' Applied University

ACADEMIC EXPERIENCES**- January 2016 -present**

Associate Professor of Educational Psychology, Psychology & Special Education Department, Princess Alia University College - Al-Balqa' Applied University

- February 2015 - January 2016

Associate Professor of Educational Psychology – College of Arts and Sciences, Abu Dhabi University / Al Ain

- September 2013- January 2015

Associate Professor of Educational Psychology, Psychology & Special Education Department, Princess Alia University College- Al-Balqa' Applied University

- September 2007

Assistant Professor of Educational Psychology, Psychology & Special Education Department, Princess Alia University College - Al-Balqa' Applied University

- September 2003

Lecturer, Department of Educational Science, Princess Alia University College - Al-Balqa' Applied University

CONFERENCES

	Time	Participant	Title
1	May 19-21/2015 UAEU	The second International Conference for Gifted and Talented, College of Education UAEU	Self-Regulated Learning Strategies Comparative Study between Gifted and non-Gifted Students Sample
2	April, 29/2015 UAE	The 2 nd Disability forum: my disability is exceptional- MOE- RAK	The Innovative for special Needs
3	February, 9/2011 Jordan	The 5 th Educational Forum- Al Omaryah School- Jordan	The Impact of Technology Development on Preschool Childied

Fourth one: Associate Professor Ahmad M. Al-Zuabi.

Curriculum Vitae

Personal knowledge:-

Name: - Ahmad Mohammad Ali AL- Zu'bi

Nationality: - Jordanian

Marital State: - Married.

Religion: - Muslim

E-mail: al970ahmad@hotmail.com

Phone: 00962/777414265

Address: Jordan- Amman- AL- Shemisani- Princess Alia University Collage (AL- Balqa Applied University)- Psychology and Special Education Department.

P.O. Box: 942303

Academic Rank

Associate Professor (2013).

Assistant Professor (2007- 2013).

Qualifications:-

- 1) Doctorate degree in educational psychology/ learning and teaching from Amman Arab University– Jordan – 2005.
- 2) Master degree in educational sciences specialized psychology from mu'tah university- Jordan- 2000
- 3) Bachelor of Arabic language/ branch education from yarmouk University- Jordan - 1991.

Academic Experiences:-



- 1) Teaching in psychology & special education department in Al Balqa Applied University (2007- now).
 - 2) Visitor Association Prof. in Abu Dhabi University (20015- 2016).
 - 3) Ahead of educational sciences department in Alia Princess Collage (Al Balqa Applied University) (2009/2010).
 - 4) Communication & thinking skills trainer in P.I.C. in Al Riyadh (KSA) for preparatory year collage students in King Saud University (2008/2009).
 - 5) Ahead of educational department in Al Quds Collage (2005/2007).
 - 6) Lecturer of psychology courses in Al Quds Collage (2005/ 2007).
 - 7) Headmaster assistant in the ministry of education in Amman- Jordan (2001- 2005)
 - 8) Teacher for Arabic language in the ministry of education in Jordan (1993- 2005).
- Other Qualifications: -
- 1)International computer driving licence (ICDL) Certificate, 5 oct. 2005.
 - 2)Preparation for TOFEL tests Certificate from CSTC IN Al- Balqa University, 25 feb. 2010.
 - 3)Child growth and development into new world for children by UNISEF, 21 Jan. 2012.
 - 4)Pass local TOFEL 2012 from Mideast Center in Amman.

Published Researches:

- 1) Alzoubi, Ahmad, et al. (2016). The effect of creative thinking education in enhancing creative self efficacy and cognitive motivation. Journal of Educational and Developmental Psychology, 6 (1), 117- 130.

2) Awajan, W. & Alzoubi, A. (2014). Effectiveness of Using The Quran Stories on The Development of Creative Thinking Skills in a Preschool Child. The Education Journal.



Fifth one: Assistant professor Hussiu Mohammad Hussiu Abu Rayash



Arab Open University



Faculty of Education

Branch of Jordau

Curriculum Vitae (C.V.)

Personal Details

- | | |
|--------------------------------|---|
| 8. Name: | Hussin Mohammad Hussiu Abu Rayash |
| 9. Address: | Jordan- Amman |
| 10. Telephone: | (00962) 0796800569 / (00962) 0788320184 |
| 11. E-mail: | Dr_Aburayash99@yahoo.com |
| 12. Job Title & Academic Rank: | Assistant Prof |

Education

- 1. PhD Educational Psychology, Arab Amman University (2005).**
- 2. Master degree Educational Psychology, University of Jordan (1986).**
- 3. Bachelor's degree Psychology, University of Jordan (1981).**

University Teaching & Work Experience History

- 2014 – until now: assistant professor Arab Open University, Amman, Jordan.**
- 2011- 2014: assistant professor Taibah University, Madinah, Saudi Arabia.**
- 2005-2008: assistant professor Isra' University, Amman, Jordan.**
- 1986-1989, kindergarten teacher, university school, Amman, Jordan.**

Research and Publications

- The motivation and emotional intelligence, Dar Alfikr (publisher).**
- Using of Technology at schools, Dar Alfikr (publisher).**
- Cognitive learning, Dar AlMasira (publisher).**
- the effect of kindergarten experience on cognitive explore and self-concept among kindergarten children, childhood journal, 21(2), 187-198.**

Appendix F Sample of Training Program to Learn Creative Thinking using iPad application in English version

Title of session: fun my audios apps.

The objective of the session: To be able to reincarnation as much as possible of the characters, animals, plants, and inanimate objects.

The dimension of creative thinking scale: Imagination.

Tools: iPads, Fun My Audios App, and Projector Data Show.

Time: 30 minutes.

The session steps:

Step 1: Prepare children for session: Prepare children for the session by: Greeting, the children and making them to sit down on the seats (duration 1 minute).

Step 2: Instructions section: Explanation of the first part of the iPad App by the teacher, through the projector data show and make sure that all kids know what they will do on app. Two students do the application of the lesson front other students through using interactive board to make sure that the students know what they want to do. The role of teacher will be to guide the students to apply the steps of lesson in true way and explains to other students what they done step by step (duration 9 minutes).

Note: the iPad Apps' contents will be divided into three parts, and imparted over three sessions.

Step 3: Application of session section: Children begin to exercise the first part of the application iPad Apps through individual work and self-practice to each student. The presence of the teacher will be used to provide the feedback to the children which it will provide orally and individually to correct the mistakes on application, and to enhance their participation (duration 20 minutes).



Appendix G Sample of regular curriculum to learn creative thinking

Title of session: the tree and the boy.

The objective of the session: To be able to imagine and reincarnation as much as possible of the characters.

The dimension of creative thinking scale: Imagination.

Tools: story “the tree and the boy”.

Time: 30 minutes.

The steps of the imagination by using story:

Step 1: Prepare children for story class: Prepare children for the class by: Greeting, the children and making them to sit down on the ground as a circle and the teacher part of the circle. (duration 1 minute).

Step 2: the teacher read the story (the tree and the boy) to the children by using the simplified narrative style (duration 5 minutes).

Step 3: the teacher encourage the children to asking the questions about the story events (duration 5 minutes).

Step 4: the teacher asks the students: what if the boy didn't take the apples?

What if the tree didn't give the branches to the boy?

How the tree will live without the branches? (duration 10 minutes).

Step 5: the teachers asks from children to re-narrative the story with imagine the events. (duration 9 minutes).

The tree and the boy ...

A long time ago, there was a huge apple tree. A little boy loved to come and play around it every day. He climbed to the treetop, ate the apples, took a nap under the shadow... He loved the tree and the tree loved to play with him. Time went by...the little boy had grown up, and he no longer played around the tree every day. One day, the boy came back to the tree and he looked sad.

- The tree asked the boy: "Come and play with me,".

- The boy replied: "I am no longer a kid, I do not play around trees any more ... I want toys. I need money to buy them".

- The tree said: "Sorry, but I do not have money... However, you can pick all my apples and sell them. So, you will have money.

The boy was so excited. He grabbed all the apples on the tree and left happily.

The boy never came back after he picked the apples. The tree was sad.

One day, the boy who now turned into a man returned ...

And the tree was excited...

- the tree said: "Come and play with me".

- The boy replied: "I do not have time to play. I have to work for my family. We need a house for my family. Can you help me?"

- the tree said: "Sorry, But I do not have any house. But you can chop off my branches, to build your house".

So, the man cut all the branches of the tree and left happily.

The tree was glad to see him happy but the man never came back since then.

The tree was again lonely and sad.

One hot summer day, the man returned and the tree was delighted.

- The tree said: "Come and play with me!".

- The man replied: "I am getting old. I want to go sailing to relax myself. "Can you give me a boat?"

- The tree said: "Use my trunk to build your boat... You can sail far away and be happy."

So, the man cut the tree trunk to make a boat.

He went sailing and never showed up for a long time.

Finally, the man returned after many years.

- The tree said: "Sorry, my boy. But I do not have anything for you anymore. No more apples for you...

- The man replied: "No problem, I do not have any teeth to bite

- The tree said: "No more trunk for you to climb on"

- The man said: "I am too old for that now".

- The tree said with tears: "I really cannot give you anything... The only thing left is my dying root, I do not need much now, just a place to rest. I am tired after all these years".

- The man replied: "Good!

- the tree said: "Old tree roots are the best place to lean on and rest, Come, come sit down with me and rest."

The man sat down and the tree was glad and smiled with tears...

This is you and the tree is your parent. !!!!!

Appendix H List of arbitrators to MLCT-Scale

The first one: Associate professor Aseel Akram Al Shawareb

Aseel Akram Al Shawareb Phd.

Associate professor

Amman-Jordan

Home: +962-6-5347627 • Cell: +962-799752270

Email: aseelshawarb@gmail.com

2016

EDUCATION

- PhD in Educational psychology, Early childhood field, Amman Arab University for Graduate Studies, 2003
Dissertation: The effect of using program of teaching thinking on mental ability and self concept among kindergarten children.
- Master degree in Educational Psychology, Muta' University, 1997.
Dissertation: Behavioral problems among kindergarten children
- High diploma in Education, M'uta University, 1993.
- Bachelor degree in mathematics, M'uta University, 1992.

PROFESSIONAL EXPERIENCE

- High school mathematics teacher 1992- 1997:
 - Design a lesson plan for the class.
 - Classroom management.
 - assess student performance, correcting and grading tests and assignments
 - Extracurricular Duties: activities for gifted students.
- Principal for High Public Schools 1997- 2003:
 - Participate in planning the curriculum and following up.
 - Monitoring teachers and evaluating their performance as instructors
 - Discipline Students
 - Formulate or refine school policies
 - Represent the school to the community.
- Assistant Professor at University of Petra 2003- ,2013
 - Associate professor at 2014- present
 - Teaching responsibilities are the most visible: learning the material, keeping up to date with current advances in both research and pedagogy, choosing appropriate textbooks, preparing lectures, supervising teaching assistants, grading, etc.
 - Research activities, includes reading journal articles, attending conferences, and staying in touch with other researchers in my field.

- Service activities involve serving surrounded committees of the Department, training teachers, and lecturing in educational field related to my research.
- Consultant for Ministry of Education for evaluating and preparing educational material for early childhood education
- Consultant for Save the Children foundation for math curriculum "non-formal education in Jordan" program.
- Consultant for National Council for Family Affairs.

PUBLICATIONS RESEARCHES

- Shawareb, A.(2005)"preparing Kindergarten Teachers in Jordan" first Conference for family and childhood, Hashimat University.
- Shawareb, A. (2007)" the Effect of Using Philosophy for Children program on classroom dialog among kindergarten children" Educational Curriculum and Global Issues, Yarmook University.
- Shawareb, Aseel; Ghalith, Iman(2008) "The Impact of environmental activities program on development kindergarten children's concepts" College of Education Journal,4,32,523 – 540, Eain Shams Univesity
- Akrosh, Lubna; Shawareb, Aseel (2009)" Children Abuse In Jordanian Community", Social science Faculty, Kuwait 28th of April
- Shawareb, A.; Bakr, Y.(2009) "Quality Assurance Driving Teaching and Learning at Petra University". ICET 54th World Assembly, Muscat, Oman
- Shawareb, Aseel; Shawareb, Iyad. (2009) "Parenting Percetions about Developmentally Appropriate Practices (DAP)and its Relation to their Parental type "Childhood and Education Journal" 1,2, 39-87, University of Alexandria
- Shawareb, Aseel; Ghalith, Eman (2009) "The Development of the Conceptions Concerning Teaching and Learning Among Classroom Student Teacher", Journal of Educational & Psychological Sciences, 10, 4, 260-278.
- Abu Jaber, Majed; Shawareb, Aseel; Ghalith; (2009) "Kindergarten Teachers' Beliefs toward Developmentally Appropriate Practice In Jordan"
- Shawareb, Aseel; (2011)," The Effect of Using Computer on Creative Thinking among kindergarten Children in Jordan", Accepted to publish in Journal of Instructional Psychology.
- Shawareb, Aseel; Sabbag, Sumailah (2011), "The Effect of an Educational Program in Mathematics on Developing the Mental Abilities of Kindergarten Children"
- Shawareb, Aseel ; Abu Jaber, Majed (2011), Teachers' Attitudes Toward

Using Interactive White Boards in The Teaching and Learning Process"
International Journal of Instructional Media,39,4.

-- Jarrar, Amani & Shawareb, Aseel (2013) Factors Affecting Teachers' Excellence from the perspective of Queen Rania Award winnings Teachers : A Jordanian Case, Journal of Education and Practice, 4(8), 71- 81 .

Ihmudich, Fathia & Al Shawareb, Aseel, The Association Between Internet Parenting Styles and Children's Use of the Internet at Home, Journal of Research in Childhood Education, 28: 1-15, 2014

- Al Shawareb, Aseel & Abu Jaber ,CLASSROOM TEACHERS' TECHNOLOGY PEDAGOGICAL CONTENT OF KNOWLEDGE IN JORDAN', Journal of Education and Practice.

PROFESSIONAL PROFILE

- Demonstrating consistent success as an Administrator and Educator at the secondary and higher education levels.
- Building programs from the ground up through proven competencies in grant writing and administration, project and program management, and staff development and empowerment.
- Developing and implementing special programs for teachers training.
- Planning, organizing, and negotiating as well as the ability to lead and to reach goals, and attain results.
- Organizing local conferences and workshops.
- Using computers and educational technology.
- Performing other duties as needed

AFFILIATIONS

- Member: National Association for Early Childhood Education (NAEYC).
- Member: International Council for Education and Teaching (ICET).

The second one: Assistant professor Hussin Mohammad Hussin Abu Rayash



Arab Open University
Faculty of Education
Branch of Jordan

Full time***

Part time



Personal Details

13. Address:	Hussin Mohammad Hussin Abu Rayash Jordan- Amman
14. Telephone:	(00962) 0796800569 / (00962) 0788320184
15. E-mail:	Dr_Aburayash99@yahoo.com
16. Job Title & Academic Rank:	Assistant Prof
17. Nationality & Date of Birth:	Jordanian 2/2/1958
18. Languages:	Arabic & English

Education

4. PhD Educational Psychology, Arab Amman University (2005).
5. Master degree Educational Psychology, University of Jordan (1986).
6. Bachelor's degree Psychology, University of Jordan (1981).

University Teaching & Work Experience History

- 2014 – until now: assistant professor Arab Open University, Amman, Jordan.
- 2011- 2014: assistant professor Taibah University, Madinah, Saudi Arabia.
- 2008-2011: trainer counsellor and trainer of learning skills, King Saud University, Riyadh, Saudi Arabia.
- 2005-2008: assistant professor Isra' University, Amman, Jordan.
- 2003-2005: counsellor supervisor, UNRWA, Amman, Jordan.
- 1989- 2002, school counsellor, national schools of thahrn, Thahrn, Saudi Arabia.

- 1986- 1989, kindergarten teacher, university school, Amman, Jordan.

Research and Publications

- **The motivation and emotional intelligence, Dar Alfikr (publisher).**
- **Family and institutional care for children, Dar Alfikr (publisher).**
- **Using of Technology at schools, Dar Alfikr (publisher).**
- **Cognitive learning, Dar AlMasira (publisher).**
- **Problem solving, Dar AlMasira (publisher).**
- **The communication with childhood children.**
- **the effect of kindergarten experience on cognitive explore and self-concept among kindergarten children, childhood journal, 21(2), 187-198.**



The third one: Dr. Mohammad Yosef Al-Dawood.

Personal knowledge:-

Name: - Mohammad Yosef Ali AL- Dawood

Nationality: - Jordanian

Marital State: - Married.

Religion: - Muslim

E-mail: Malzubi.c@ksu.edu.sa; myadz2001@yahoo.com

Phone: KSA: 55022046442456; Jordan 55026000022000

Address: Jordan- Ramtha; KSA, Riyadh, King Saud University.

Academic Rank

Associate Professor. **Qualifications:-**

- 1) Doctorate degree in educational psychology/ learning and teaching from Yarmouk University– Jordan – 2009.
- 2) Master degree in educational psychology from Yarmouk university-Jordan- 2001
- 3) Bachelor of physical education from Yarmouk University-Jordan 1995.

Academic Experiences:-

- 1) Associate professor in gulf colleges, Riyadh, KSA (2016- now).
- 2) Associate professor in King Saud University, Riyadh, KSA (2012-2016).
- 3) Associate professor in Jarash University, Jordan (2011-2012).
- 4) Associate professor in King Saud University, Riyadh, KSA (2010-2011).



Training programs:

- 1) Thinking, research and learning skills.
- 2) Successful intelligence and creative problem solving
- 3) Communication skills

Books under publishing:-

- 1- Cognitive Load between theory and practice, 2012.

Published Researches:

- 1) AL- Dawood, M. (2016). The effect of cognitive load and other variables in multi-media environments on remember among children.
- 2) AL- Dawood, M. (2013) Effect of animation among childhood on student violence at university educational stage in Jordan.

Interested Researches:

- 1- Child abuse.
- 2- Growth and play among children.
- 3- Teaching and learning.
- 4- Thinking among children.

The fourth one: Associate Professor Mustafa Q. Heilat

Curriculum Vitae *Mustafa Q. Heilat, Ph.D.*



Associate Professor of Educational Psychology at Al-Balqa' Applied University, Ph. D. in Educational Psychology/ Developmental Psychology.

Dr. Heilat is an expert in the field of gifted and talented education and critical thinking skills and accredited from ministry of higher education in Jordan. He has published 20 research articles in peer reviewed indexed local and international journals. Participated in a well-refereed international conferences, and supervised 19 Master theses in education psychology and gifted and talented Master Programs.

CONTACT INFORMATION

- Name: Mustafa Q. Heilat
- Gender: male
- Date of Birth: February 19, 1972
- Place of Birth: Zarga- Jordan
- Nationality: Jordanian
- Marital Status: Married
- Address: Psychology & Special Education Department, Princess Alia University College - Al-Balqa' Applied University
- Mobile: 00962796082088
- e-mail: drmustafahelaitar@yahoo.com

ACADEMIC QUALIFICATION

	Degree	Title	University	Available at
1	Ph.D.in Educational psychology/ developmental psychology 2005	The effect of a self-instruction strategy on children's self- assertion and achievement motivation	Amman Arab University for Graduate Studies, Jordan	http://library.ju.edu.jo/
2	Master Degree in educational psychology 2000	The impact of academic achievement, parent education and family income on the level of music performance among distinguished students in music	the University of Jordan Jordan	http://library.ju.edu.jo/
3	Bachelor Degree in Fine Arts/ Music 1994		Yarmouk University Jordan	

The fifth one: Associate Professor Ahmad M. Al-Zuabi.

Curriculum Vitae

Personal knowledge:-

Name: - Ahmad Mohammad Ali AL- Zu'bi

Nationality: - Jordanian

Marital State: - Married.

Religion: - Muslim

E-mail: a1970ahmad@hotmail.com

Phone:00962/777414265

Address: Jordan- Amman- AL- Shemisani- Princess Alia University Collage (AL- Balqa Applied University)- Psychology and Special Education Department.

P.O. Box: 942303

Academic Rank

Associate Professor (2013).

Assistant Professor (2007- 2013).

Qualifications:-

- 1) Doctorate degree in educational psychology/ learning and teaching from Amman Arab University– Jordan – 2005.
- 2) Master degree in educational sciences specialized psychology from mu'tah university- Jordan- 2000
- 3) Bachelor of Arabic language/ branch education from yarmouk University- Jordan - 1991.

Academic Experiences:-



- 1) Teaching in psychology & special education department in Al Balqa Applied University (2007- now).
- 2) Visitor Association Prof. in Abu Dhabi University (20015- 2016).
- 3) Ahead of educational sciences department in Alia Princess Collage (Al Balqa Applied University) (2009/2010).



Appendix I CV's to both teacher (experiment group & control group)

First one: CV to teacher at experiment group:

Personal knowledge:-

Name: - Dalya Omar AbedRaboh.

Gender: Female.

Nationality: - Jordanian.

Date of birth: 24/11/1988

Marital State: - Single.

Religion: - Muslim

E-mail: dol7764@gmail.com

Phone: 00962/796073149

Address: Jordan- Amman.

Qualifications:-

Bachelor of education (child education) from AL- Balqa Applied University - Jordan
-2010.

Academic Experiences:-

- kindergarten teacher at Al-Hassad schools and kindergartens (2010- until now).

Other Qualifications: -

- International computer driving license (ICDL) Certificate, 2008.



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Second one: CV to teacher at control group:

Personal knowledge:-

Name: - Iman Subhi AlHendi.

Gender: Female.

Nationality: - Jordanian.

Date of birth: 28/07/1987

Marital State: - Single.

Religion: - Muslim

E-mail: emanwardehl23@gmail.com

Address: Jordan- Amman .

Qualifications:-

Bachelor of education (child education) from AL- Balqa Applied University - Jordan
-2009.

Academic Experiences:-

- kindergarten teacher at Al-Hassad schools and kindergartens (2010- until now).

Other Qualifications: -

- International computer driving license (ICDL) Certificate, 2012.



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Appendix J CV to the supervisor who observed the teachers in experimental and control groups

Personal knowledge:-

Name: - Khaled Srour Mohammad Sahweel.

Gender: Male.

Nationality: - Jordanian.

Date of birth: 23/02/1961

Marital State: - Married.

Religion: - Muslim

E-mail: ksrou@hts.edu.no

Address: Jordan- Amman.

Qualifications:-

- Bachelor of education (child education) from Education Sciences
University– UNRWA, Jordan -1996.
- Diploma of education (child education) from teacher training college,
Amman, Jordan -1981.

Academic Experiences:-

- Supervisor to kindergarten stage at Al-Hassad schools and kindergartens
(2015- until now).
- First grade teacher at UNRWA schools from 3/11/1983 to 31/8/2015.

Other Qualifications: -

- International computer driving license (ICDL) Certificate, 2012.
- Educational supervision (120 hours) UNRWA, Amman, Jordan.
- Development creative thinking among preschoolers , University of Jordan (25 hours), Amman, Jordan.



Appendix K Pictures from some sessions





